

# Field – Based Experiences Monthly Report Log and Reflection – May 2010

Date: <b>May 2010</b>		Total Internship hours at the start of the month:	<b>8.5</b>
Week	Functions	Description	Hrs
<b>1</b>	Week's Activities	Learned about Power Point and how to properly make a slide show. Put together a slide show explaining how to make a presentation for fellow grade level team members. I will be giving this presentation next week.	<b>1.5</b>
	Standard/Indicator	TF – II.A.3	
	Communication with Site Mentor	For this activity, I talked to my mentor about the appropriateness of this activity and how I could make it professional and appropriate for school and my grade level.	
<b>2</b>	Week's Activities	Gave presentation to team members on how to make a Power Point presentation for their classroom. This one involved making an end of year presentation of the year's events. Explained animations, slide addition and transition, sound, and file insertion.	<b>1</b>
	Standard/Indicator	TF-III.A	
	Communication with Site Mentor	discussed with my mentor about how to present this presentation to my team members and when would be the appropriate time during the day to give it.	
<b>3</b>	Week's Activities	Learned how to create a game with hyperlinks in the Power Point program. Created 2 games for end of year review for my team members to use. One was based on rhyming review and the other on addition review.	<b>3</b>
	Standard/Indicator	TF - V. C. 1	
	Communication with Site Mentor	My mentor was instrumental in teaching me how to develop this sort of publication and gave me tips about powerpoint tools.	
<b>4</b>	Week's Activities	This week I created two more Power Point games for the team and explained to them how to operate them. Last week teachers did not use them because they didn't know how. The games were comprehension review and subtraction review.	<b>2</b>
	Standard/Indicator	TF – V.C.6	
	Communication with Site Mentor	I discussed with my mentor how excited I was about these activities and my frustration over teachers not wanting to participate.	
<b>5</b>	Week's Activities	Began talking and discussing what the Kindergarten website will look like and what team members would like to see it look like. Also planned what will be included on the site with links.	<b>.5</b>
	Standard/Indicator	TF – V.D.4	
	Communication with Site Mentor	Discussed with my mentor about the functions within FirstClass to make a web page and how this was done.	
Hours worked this month:			<b>8</b>
Total Internship hours to date including this month:			<b>16.5</b>

## Reflection

### Week 1-

- May 1,2010 – Today I worked with power point and was able to learn a great deal about it. I decided to learn about the program and teach my fellow colleagues how to use the program and create slide shows to better introduce and review content in the classroom. So many teachers do not know this great resource that we have and do not use it to the maximum potential. “Main points can be emphasized and the presentation itself can be enhanced by using graphics, animation, or sound. “ In setting up the power point presentation to demonstrate the program basics to my colleagues, I too learned a great deal about the program. I saw so many different options and functions of the program such as animations, design options, and slide presentation options. I have to admit that I enjoyed the creativity that the program allowed very much and I have been inspired to use this program in so many new ways in my classroom. The possibilities are endless with the bright and colorful displays that I could incorporate in my classroom. I followed David Paradi’s advice when he said, “instead of using slides that only contain text, use visuals such as graphs, diagrams, photos and media clips to engage the audience.” It would definitely help content come alive. Not only did I “assist teachers as they use technology resources and strategies to support the diverse needs of learners” (Williams, 2009, p. 44) but I also learned a great deal that I could incorporate into my weekly content lessons. I was able to learn a great deal to help my colleagues continue their technology implementation in technology.

### Sources

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Week 2 -

- May 7, 2010 – This week I completed my presentation for fellow colleagues today. It was no doubt a learning experience. This presentation gave me the perfect opportunity to “use methods and strategies for teaching concepts and skills that support integration of technology productivity tools” (Williams, 2009, p.67). I began by having each teacher login to a computer station and enter the powerpoint program. I then directed the teachers to my own powerpoint presentation that was projecting on the wall. I also handed out print outs of the entire slide presentation. The teachers that came were eager to learn and definitely enjoyed the new information that they acquired. I was puzzled and frustrated as to why more teachers did not want to take an hour out of their time to learn more about this great tool for their classroom. Especially when they complain about not knowing how to use it. But I digress. I thoroughly enjoyed this experience and was able to gain so much knowledge about how to lead a presentation or mini learning session and I definitely found out things that I should prepare in advance. I found that the slides were a little too wordy and should have incorporated more pictures and graphics with my presentation. The teachers seemed to divert from the presentation to their own computers because of the presence of too many words in each slide. Gary Chapman says that powerpoint “is a useful tool for showing audiences things that *enhance* what the speaker is saying” not to reiterate it. I made the mistake of simply typing what I said into the presentation instead of giving pictures of what I was talking about. They drifted to playing around on their own

computers. I definitely should have listened to David Paradi when he said that “audiences are more fed up than ever with the overload of text on slides”. If I had only listened.

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### Week 3

- May 11, 2010 – Today I continued to learn about my new found love – powerpoint! I see so many helpful things this program could help with in the teaching process. I agree with Tom Creed when he states that “it [technology] can enhance student learning because it allows us to do some things better and even to do some things that we couldn't without it.” So, in this quest to enhance my teaching, I met with my mentor today to discuss how I could create links in my powerpoint presentation. I had seen it done before in our curriculum, CScope. Games that were made using powerpoint. Students could read a question with two answer choices on one slide and they could click on the right answer on the slide. If they clicked on the correct answer, they would be directed to a screen that told them they

were right with a link to the next question or they would simply be directed to the next slide with a question. If the students clicked on the wrong answer, they would be directed to a slide that told them it was wrong or would be directed back to the original question for another chance to get it right. I found the idea of this to be very beneficial to my Kindergarten students and was eager to “try it out” on them. So my mentor explained how to create hyperlinks within the presentation and I was off on a great new project. I began creating games using this technique that focused on concepts that we had learned earlier in the year in Kindergarten. I began with a simple rhyming game. I created slides with a question and a wrong and a right answer. I then hyperlinked them to slides that told the students they were right or to try again. I even incorporated sounds of applause and bright colorful pictures to get the students’ attention. My students were thrilled as I was too at this new invention of fun in the classroom. I created a second game after this that reviewed the addition concepts that we had learned previously in the year. I feel this process helped me with “the integration of advanced features of ...desktop publishing ... to demonstrate professional products” (Williams, 2009, p. 231) into my classroom and workspace. My next mission in this program is to integrate SRS with the powerpoint games I create to enable more student interactivity. My mind reels at the possibility of what wonderful things I could accomplish with these resources. I could reach students that are otherwise non responsive in class and could determine where my students are with concepts without calling them out or devoting so much time to individual assessment. “One technological tool for [teachers] to enhance communication in order to improve attention, feedback, and interaction with students when they are presenting material is Interactive Technology” (Eastman, 2007, p1). This statement embodies exactly how I feel about interactive technology. I am inspired to use it in my classroom!

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#### Week 4

- May 19 – 20, 2010 – This week I learned an important lesson with Standard 5. I learned that I have to “model the use of appropriate tools for communicating concepts ... and solving problems for an intended audience and purpose” (Williams, 2009, p232). My week went a little like this. I kept on a roll with my new game making technique and incorporated subtraction and comprehension in new ways. I really enjoyed my new found outlet of teaching creativity and continued to share the games with my grade level team members. I found, to my surprise, that not one of them had used the games and was quite disappointed to find it so. How could they not use these great tools of teaching and reviewing that I had made for them? All they had to do was simply click on the game and begin playing. This puzzled me to no end and quite frankly frustrated me. However, I kept my cool and asked a few teachers why they had not used the games. I was kind of taken back by the response. The truth was that I had created these great tools and had not shown my team how to use them. They were not going to tell me that they didn't know how to use the program because they felt inadequate in the technology department. So I learned yet another lesson this week. I found this paralleled in a study done by Mary Burns. She stated that “literature on technology and instruction emphasized that

teachers' own proficiency in using technology was a gateway to more frequent and substantive use of technology” (p295). I had overlooked the teachers’ proficiency in simply using powerpoint and it’s applications. I began to go to the teachers, one by one, and explain how to use the program and then I invited them into my room to come see how I was using the program with my students. It was like a complete transformation! The teachers began to use the programs and were excited about using them! They couldn’t get over the colors, the sounds, and the fun! I was so excited to see this transformation. When I was reflecting on this situation, I found what I think is the real source of this problem. The problem of getting teachers to introduce and use technology in the classroom is not a matter of getting them on board. The problem is that they don’t know how to use the basics of technology and are lost in administration asking them to integrate it. The first step was lost. I saw this problem better illustrated in *Teachers and Machines: The Classroom Use of Technology Since 1920* when Larry Cuban said “Once limited classroom use [of technology] had been established, teacher bashing produced a series of sharp critiques blaming intransigent teachers for blocking improvements through modern technology. Few scholars, policy makers, or practitioners ever questioned the claims of boosters or even asked whether the technology should be introduced” (5).

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## Week 5

- May 28, 2010 – Today I began to discuss options and work on the details of our Kindergarten web page. For this activity, I will “design, maintain, and facilitate the development of [a] Web page ... that supports communication between teachers, school, and community” (Williams, 2009, p233). I believe that our grade level could benefit from more and better communication with parents. It is so essential to a good school relationship and is vital especially to a student and family’s first year of school. H. Kreider says that “Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed”. To begin the development of this great communication tool I was able to get together with my grade level team and discuss options available for our grade level web pages. After I began to delve into the options available to me within First Class (our messaging system), I realized that there were not many options at all. First Class is a messaging system that “provides the same messaging benefits as competitive platforms, but it also converges e-mail, voice mail, and fax messages into a unified mailbox to give users access to data and messages via computer, telephone, cellular phone, or handheld device” (Norton, 2002). Promoters of First Class fail to mention, however, that it does not allow for a variety of options for web page design. I had dreamed of web pages that were designed with fun fonts, patterns, and colors that caught the eye. However, I was sorely disappointed by the quality of web page building capability available to us through First Class. Despite the bleak outlook, I still wanted the input of my team members. I wanted to know what they thought our web pages should look like and what information they thought would be pertinent to have on them. My team members for the most part, had a good deal of input and were really excited about the web pages. They felt that they were necessary and long overdue. There were some team members that did not care about the web pages and did not deem them necessary

for our grade level. These team members actually did not give input and left the meeting pretty much upon entering it. From the team members left, we decided that we should have a page of introduction, a page of staff members and teachers that work in Kindergarten, and a page that displays our weekly message (the Kindergarten Kronicle) sent home to parents. We thought that this would aid in keeping the parents involved and informed about things that are happening in our grade level. At the meeting, we decided that we should also have a page of archived Kindergarten Kronicles. However, after talking to our IT director I found out that all the contents of the page would count as space in my inbox in First Class. So, I decided that an archival of Kindergarten Kronicles would not be the best option.

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